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ABSTRACT

This book highlights the importance of science and technology education in Australia in the post-compulsory years. It outlines the themes of how and why science and technology are now being so regularly associated in reports and reviews of education and training and contains an account of the changes in the societal and educational contexts that have led to post-compulsory education being conceived as a distinctive stage in the overall span of formal educational provision. Chapters include: (1) "Science and Technology" (Fensham, Peter); (2) "Post-Compulsory Education and Science: Dilemmas and Opportunities" (Fensham, Peter); (3) "Science Curriculum Around Australia: The State of the Art" (Malcolm, Cliff); (4) "Science Achievement in Post-Compulsory Schooling in Australia From an International Perspective" (Rosier, Malcolm); (5) "System-Wide Curriculum Design: Its Significance for Science Studies" (Parker, Lesley); (6) "Exemplary Teaching of Science: Its Meaning in the Post-Compulsory Years" (Fraser, Barry & Tobin, Kenneth); (7) "Improving the Teaching and Learning of Science in the Post-Compulsory Years" (White, Richard); (8) "Technology Education in the Post-Compulsory Years" (Gardner, Paul; Penna, Chris; & Brass, Kate); (9) "Science and Technology Education in Technical and Further Education (TAFE)" (Hall, William); (10) "The Post-Secondary Chemistry Curriculum in Australia" (Rae, Ian); (11) "Undergraduate Education in the Biological Sciences in Australian Universities: Determinants of Issues in Curriculum" (Adamson, Heather); (12) "The Undergraduate Science Education of Secondary Science Teachers" (Fensham, Peter); (13) "A Gender-Sensitive Science and Technology Program in Primary Teacher Professional Development" (Kirkwood, Valda; Bearlin, Margaret; & Hardy, Tim; and (14) "Conclusion" (Fensham, Peter). (JRH)